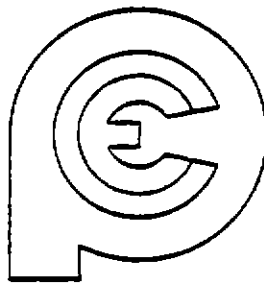


1982-83 BUDGET REPORT
ON EQUAL EDUCATIONAL OPPORTUNITY PROGRAMS



A REVIEW PURSUANT TO THE FINAL REPORT
OF THE 1981 BUDGET CONFERENCE COMMITTEE
PREPARED BY THE STAFF OF THE
CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
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ORIGINS OF THE REPORT

This Commission staff report has been prepared pursuant to the final report of the 1981 Budget Conference Committee, which requested that:

The California Postsecondary Education Commission shall review and make recommendations on all existing and proposed State funded outreach, support service, and development programs for ethnic minority, low-income, and women students at all levels of postsecondary education prior to legislative review of the 1982-83 budget.

The analysis presented below is in summary format and focused on issues relating to the 1982-83 Budget. The principles underlying this report are largely derived from two other Commission reports entitled Equal Educational Opportunity in California Postsecondary Education: Part III (March 1980) and Part IV (March 1982), which provide detailed analyses of efforts within California to expand educational opportunities.

For the purposes of this report, "outreach, support service, and development programs" are defined as including (1) all formal State-funded efforts by California's public colleges and universities to increase the numbers of ethnic minority, low-income, and/or women students who enroll in and graduate from college; and (2) all programs administered by the State Department of Education which are specifically designed to improve the academic preparation of ethnic minority students for successful college or university performance. Since the federal government provides substantial funding for projects designed to expand postsecondary educational opportunities for low-income peoples, some information and analysis has also been included about these programs

TYPES OF AFFIRMATIVE ACTION PROGRAMS

The several outreach, support service, and developmental programs operating in California can be classified on the basis of three criteria: (1) the primary purpose of the program; (2) the agent responsible for implementing the program; and (3) the target group.

Primary Purpose of the Program

At least four primary program purposes can be distinguished:

1. Developmental Outreach: Programs of this type seek to increase the academic aspirations and/or improve the academic preparation of students either (1) in junior and senior high school so that they complete the necessary college preparatory courses and have the necessary academic skills to succeed in college, or (2) in two-year colleges so that they can make the transition to four-year colleges after completing their educational objectives at the two-year institution.
2. Informational Outreach: Programs of this type seek either to (1) provide information about financial assistance and post-secondary alternatives generally in order to facilitate admission into college, or (2) provide information about a specific college in order to facilitate recruitment into that college.
3. Retention: Programs of this type seek to strengthen the academic skills of students enrolled in college so that the student can successfully complete his/her academic or vocational program in a timely fashion.
4. Comprehensive Services: Programs of this type provide a broad spectrum of services including outreach, orientation, admissions, and retention in order to increase the number of target students who enroll in and graduate from college programs.

Agent Responsible for Program Implementation

Agencies or institutions that conduct the programs include:

1. The State Department of Education working cooperatively with a secondary school or schools.
2. A college or university, working either individually or in cooperation with a secondary school or schools.
3. A group of colleges and/or universities, working either collectively or in cooperation with a secondary school or schools.
4. An agency which is neither a secondary nor a postsecondary institution, but which works cooperatively with high schools and/or colleges.

Target Group

Among possible groups the programs aim to serve are these:

1. Junior high school students
2. Senior high school students
3. College students
4. Individuals not currently enrolled in either secondary or postsecondary education.

In the preparation of this report, 15 different programs were identified. These programs are listed on the following four tables, according to their primary purpose. The descriptive information summarized in these tables and provided in more detail in the appendices is in response to the following questions:

1. Who is the agent responsible for program implementation?
2. What is the target group served by the program?
3. When was the program started?
4. What are the specific objectives of the program?
5. What specific methods or services are being used to achieve these objectives?
6. What has been the amount of funding during 1981-82?
7. What has been the source of funding?
8. How many people are being served by the program during 1981-82?
9. Who has the responsibility for evaluating the relative success of the program?

TABLE 1: DEVELOPMENTAL OUTREACH TYPE OF EQUAL

<u>Name of Program</u>	<u>Implementing Agent</u>	<u>Target Group</u>	<u>Year Started</u>	<u>Program Objectives</u>
Academic Enrichment Program	University of California campuses at Berkeley, Davis, Irvine, and Santa Barbara	Ethnic minorities in the 10th and 11th grades at 25 high schools	1979	To increase the enrollment of ethnic minority students in postsecondary education through the involvement of University faculty in developmental enrichment programs for secondary schools
Demonstration Programs in Reading and Mathematics	State Department of Education	Low-income junior high school students	1969	To develop above-average competency in basic skills among students in grades 7-9, living in areas of concentrated poverty
Mathematics, Engineering, Science Achievement (MESA)	Collection of eighteen colleges working in fifteen centers serving one hundred high schools	Ethnic minorities in 9th-12th grades	1970	To increase number of minorities with academic background necessary to pursue a university or college education in a math-based field
University and College Opportunity Program	State Department of Education, working with six secondary school projects	Ethnic minority and/or low-income students in high school	1979	To increase the number of ethnic minority students who are eligible for and enroll in a four-year college
University of California Early Outreach Program	University of California	Ethnic minorities in grades 8 through 11, at approximately 191 junior high schools and 140 high schools	Partnership-- 1976 Partners-- 1978	To increase the number of ethnic minorities who are eligible for admission to the University of California (Prior to Fall 1981, the objective of the program was to increase the number of students prepared for higher education generally.)
Upward Bound Projects	Thirty-three projects involving individual colleges, universities, and community agencies	Low-income high school students and veterans	1964	To increase the number of low-income students who gain admission to college and successfully complete their education
Community College Student Transition Project	California Community Colleges	Low-income, ethnic minority or handicapped students	1981	To increase the transfer rate of low-income, underrepresented students (ethnic minorities and persons with disabilities) from two-year to four-year colleges

EDUCATIONAL OPPORTUNITY PROGRAMS IN CALIFORNIA, 1981-82

<u>Program Services</u>	<u>1981-82 Funding</u>	<u>Funding Source</u>	<u>Number of Clients Served 1981-82</u>	<u>Evaluation Component</u>
Summer academic enrichment projects Academic advising Field trips and campus tours Tutorial services Scholarship incentive awards Summer residential programs	approx \$200,000	State General Fund	382	The University has the responsibility for program evaluation, and impact data are available.
Individualized instruction Specially designed curricula and materials Learning centers or laboratories	\$3,000,000	State General Fund	6,100	Evaluation reviews prepared by Department of Education and the Legislative Budget Committee. Impact data are available annually.
Tutoring Academic and career counseling Field trips Summer enrichment and employment programs Scholarship incentive awards	\$1,044,000	43% State General Fund 57% Private industry and private foundations	2,578	The MESA staff makes annual reports to its governing board about the number of students served at each Center. In addition, an outside evaluation of MESA has been initiated by the Center for the Study of Evaluation at UCLA, through funds provided by the Hewlett Foundation.
Tutoring Academic and career counseling Field trips	\$ 459,964	Federal government	3,477	The State Department of Education has responsibility for program evaluation, and has begun to collect impact data.
Academic Advising Role model presentations College and university visits Dissemination of printed material Parent meetings Field trips Summer enrichment programs Tutorial services Counseling on financial aid college, and careers	\$2,267,000	75% State General Fund 25% Educational Fees	9,416 junior high school students and 7,470 senior high school students	The University has the responsibility for program evaluation, and impact data are available.
Remedial instruction Tutoring Cultural enrichment activities Counseling Summer enrichment programs	\$5,283,003	Federal government	3,000	The federal government has responsibility for program evaluation and a national study has been completed. However, no impact data for California programs are available.
Work internship experience Concurrent enrollment at a two-year and four-year college Counseling Admissions and financial aid assistance	\$222,000	State General Fund	250	Commission is to report to the Legislature by Dec 31, 1983, on the effectiveness of these projects.

TABLE 2: INFORMATIONAL OUTREACH TYPE OF EQUAL

Name of Program	Implementing Agent	Target Group	Year Started	Program Objectives
California Student Opportunity and Access Program (Cal SOAP)	Five Consortia of two- and four-year colleges working with secondary schools	Low-income, ethnic minority students in high school	1979	To expand postsecondary opportunities for low-income high school students To assist low-income Community College students transfer to four-year institutions
Educational Opportunity Centers	One center in Fresno (Fresno Mobile Education Guidance, Inc.); one in Los Angeles (UCLA Extension)	Low-income persons at least 19 years of age, who reside within the targeted geographic area	1973	To serve as clearinghouses for information about postsecondary educational opportunities and counseling and recruiting pools to coordinate interinstitutional efforts.
State University Core Student Affirmative Action (outreach component)	All State University campuses	Ethnic minorities in senior high school	1979	To increase the number of ethnic minority students who gain admission to college and successfully complete their education
University Immediate Outreach	All University of California campuses	Ethnic minorities in the 12th grade and in the Community Colleges	1978	To increase the number of underrepresented ethnic minority and low-income students who apply and enroll in the University of California
Talent Search Projects	Fourteen projects operated by community agencies and colleges	Low-income youth between ages 14 and 27	1964	To increase the number of low-income youths attending college To reduce the high school dropout rate To increase the number of dropouts who return to educational programs

EDUCATIONAL OPPORTUNITY PROGRAMS IN CALIFORNIA, 1981-82

Program Services	1981-82 Funding	Funding Source	Number of Clients Served 1981-82	Evaluation Component
Counseling Tutoring Coordinated information dissemination Summer residential programs Field trips	\$ 267,500	State General Fund	Approx 10,000 students receive counseling and tutoring services and/or benefit from coordinated information dissemination	Commission has responsibility for evaluation; initial report is currently available, final report is due in January 1983
Provide information about financial and academic assistance Provide assistance in preparing application for admission Provide counseling and tutorial assistance	\$ 614,677	Federal government	15,000	Federal government has responsibility for program evaluation
Cultural events Home visits with parents Use of bilingual materials Counseling Campus tours Academic advising	\$2,389,481 (for outreach and retention)	100% State General Fund	Approx 49,000	Commission and CSU cooperatively develop and implement evaluation framework, initial report is currently available; next report is due in July 1982
Campus visits High school visits Publications Cultural activities Admissions counseling sessions Peer counseling	\$ 746,000	75% State General Fund 25% Educational Fees	Data not available	The University has the responsibility for program evaluation
Counseling Career Planning Field trips	\$1,619,061	Federal government	24,000	The federal government has responsibility for program evaluation, but no reports specific to California have been provided

TABLE 3: RETENTION TYPE OF EQUAL EDUCATIONAL

<u>Name of Program</u>	<u>Implementing Agent</u>	<u>Target Group</u>	<u>Year Started</u>	<u>Program Objectives</u>
Special Services for Disadvantaged Students	Twenty-nine projects at two- and four-year colleges, and one project at a community agency	Low-income and/or educationally, socially, culturally, or physically handicapped "disadvantaged" students	1969	To increase the retention rate of students who have academic potential but who are hindered because of their educational, cultural, or economic background or physical disabilities
State University Core Student Affirmative Action (retention component)	All State University campuses	Ethnic minority students enrolling at CSU campuses	1979	To increase the number of ethnic minority students who successfully complete their college education
University of California Student Affirmative Action Support Services	All University campuses	Ethnic minority and low-income students enrolled at UC campuses	1976	To increase the number of ethnic minority and low-income students who successfully complete their college education

OPPORTUNITY PROGRAMS IN CALIFORNIA, 1981-82

Program Services	1981-82 Funding	Funding Source	Number of Clients Served 1981-82	Evaluation Component
Academic and career counseling Tutoring Study skills workshops	\$3,518,979	Federal government	11,000	The Systems Development Corporation has been contracted to conduct a comprehensive evaluation of the program on a nationwide basis. The evaluation should be published within the next few months.
Diagnostic testing Economic counseling Counseling and advising Cultural programs Bilingual information sharing	\$2,389,481 (for retention and outreach)	State General Fund	3,596 students	Commission and CSU cooperatively develop and implement evaluation framework, initial report is currently available, next report is due in July 1982.
Summer transitional programs Counseling and advising on both academic and personal matters Learning skills assistance Tutoring and instructional assistance Career planning and advising on graduate and professional schools	\$1,170,434	75% State General Fund 25% Educational Fees	Unduplicated number not available	The University has the responsibility for program evaluation.

TABLE 4 COMPREHENSIVE SERVICES TYPE OF EQUAL

<u>Name of Program</u>	<u>Implementing Agent</u>	<u>Target Group</u>	<u>Year Started</u>	<u>Program Objectives</u>
Educational Opportunity Program	California State University	Low-income and minority students with "disadvantaged" background	1969	To increase the enrollment and retention rate of low-income, educationally disadvantaged ethnic minority students who may not meet the regular admission criteria at CSU
Educational Opportunity Program	University of California	Low-income, ethnic minority students who need academic support services	1964	To increase the enrollment and retention rate of low-income, ethnic minority students attending the University
Extended Opportunity Programs and Services	California Community Colleges	Low-income students	1969	To increase the enrollment and retention rate of people handicapped by language, social, and/or economic disadvantages

*The 1981-82 funding level shown for the EOP/S programs does not include funding appropriated for financial assistance grants for students

EDUCATIONAL OPPORTUNITY PROGRAMS IN CALIFORNIA, 1981-82

<u>Program Services</u>	<u>1981-82 Funding</u>	<u>Funding Source</u>	<u>Number of Clients Served 1981-82</u>	<u>Evaluation Component</u>
Financial assistance Tutoring Counseling Academic advising Summer orientation sessions Diagnostic testing	\$ 7,064,368*	State General Fund	Approx. 17,000 students, with 30,000 other stu- dents re- ceiving admissions services	The systemwide office com- pleted a limited program evaluation in 1978. Campus annual reports and systemwide data base serve as a basis for evaluating academic achievement of the students.
Financial assistance Tutoring Counseling Academic advising Summer orientation sessions	\$ 3,766,000*	Regents' Funds	Data not available	No evaluation has been planned.
Financial assistance Tutoring Counseling Academic advising Basic skills instruction Career planning and job placement	\$14,435,188*	State General Fund	Approx 68,000	The Chancellor's Office of the Community Colleges has the responsibility for pro- gram evaluation. In 1976, a program evaluation was prepared by the Education- al and Training Institute. During the past year, the Chancellor's Office has es- tablished a process to up- date and improve evaluation strategies for EOPS in the 1980s.

CRITERIA USED IN THE REVIEW OF PROGRAMS

Commission staff have used the following criteria in reviewing and making recommendations about existing and proposed State-funded outreach and support service programs for ethnic minority and low-income students. These criteria reflect the concerns of Commission staff to (1) promote the most efficient use of resources, (2) improve services provided to students, and (3) expand cooperative efforts by educational institutions, and they are based upon experience during the past five years in reviewing equal educational opportunity programs. In short, these criteria include the elements which should exist in a successful and efficient program.

Program Impact

1. For those programs which have been in operation for three or more years, data are available to demonstrate that the program is successful in achieving its objectives.

General Program Management

1. The program includes a comprehensive data management component, so that information is routinely gathered and reported about the number and characteristics of the clients served, the services provided, and the impact of these services.
2. The program administrators have developed and publicized specific, measurable program objectives, against which judgments about relative program success can be made.
3. The program includes an evaluation component, so that program administrators are able to assess periodically the progress of the program in achieving its objectives.
4. The systemwide office distributes program funds to the campuses through a process which recognizes and rewards institutional commitment to and effectiveness in the program.
5. The program utilizes services and resources available from the private sector, wherever possible.

Outreach Component

1. The systemwide offices responsible for administering college outreach programs direct the participating campuses to develop

cooperative outreach strategies with representatives of secondary schools, including school and district administrators, while programs initiated by the schools include explicit cooperative relationships with representatives of the colleges and universities in the surrounding region.

2. The systemwide offices responsible for administering college outreach programs direct the participating campuses to develop explicit cooperative outreach strategies with representatives from other colleges within the surrounding region.
3. The outreach program involves, wherever possible, non-college personnel such as parents, community groups, private industry, and local government.
4. The outreach program provides, wherever possible, a continuity of services, so that students experience the influences of the program over a period of years, rather than just in one summer, in one classroom, or from just one teacher.

Support Service Component

1. The program has a mechanism to assure effective coordination with similar support service programs on the same campus.
2. The program involves, wherever possible, an explicit linkage between academic studies and subsequent career opportunities for the target students.
3. The program involves, wherever possible, non-college personnel such as representatives of private industry and local government.

The 11 State-funded programs included in this report are reviewed on the basis of these criteria in Table 5 on pp. 14-15. A more extensive discussion of this review is included for each program in the appendix. In those cases where sufficient data are not available to make an assessment, the phrase "not clear" has been used. In addition, certain criteria are not applicable (N/A) to certain programs.

TABLE 5: STATE-SUPPORTED STUDENT AFFIRMATIVE ACTION AND

Name of Program	GENERAL MANAGEMENT COMPONENT			OUTREACH		
	Compre- hensive Data Management	Specific Objectives	Evaluation Compo- nent	Funding Relies on Evidence of Insti- tutional Commit- ment	Use of Re- sources from Pri- vate Sector	Expli- cit School- College Coopera- tion
Academic Enrichment Program (UC)	yes	yes	yes	no	no	not clear
Cal-SOAP	yes	yes	yes	yes	no	yes
Core Student Affirmative Action (CSU)	yes	yes	yes	yes	no	not clear
Demonstration Projects in Reading and Mathematics (SDE)	yes	yes	yes	not clear	no	N/A
EOP (CSU)	yes	yes	yes	no	no	varies from campus to campus
EOPS (CCC)	is being developed	yes	is being revised	will be imple- mented in 1982- 83	no	varies from campus to campus
Immediate Outreach (UC)	yes	yes	is being developed	no	no	not clear
MESA	yes	yes	yes	not clear	yes	yes
Partnership Partners (UC)	yes	yes	yes	no	no	varies from campus to campus
Student Affir- mative Action Transition Projects (CCC)	yes	yes	is being developed	not clear	yes	N/A
University SAA Support Services (UC)	yes	varies campus to campus	varies from campus to campus	not clear	no	N/A

EQUAL EDUCATIONAL OPPORTUNITY PROGRAMS IN CALIFORNIA, 1981-82

COMPONENT		SUPPORT SERVICE COMPONENT				PROGRAM IMPACT
Explicit Cooperation Among Colleges	Involvement of Non- College Personnel	Continuity of Services	Mechanism to Assure Coordination on Campus	Linkage of Studies and Career	Involvement of Non- College Personnel	Demonstrated Success in Achievement of Program Objectives
no	not clear	yes	N/A	N/A	N/A	too early to assess (program initiated in 1979)
yes	not clear	yes	N/A	N/A	N/A	too early to assess (program initiated in 1979)
yes	yes	not clear	yes	not clear	not clear	yes for outreach component; too early for retention
N/A	N/A	yes	N/A	not clear	not clear	yes
varies from campus to campus	yes	yes	no	not clear	not clear	available data indicate some success
varies from campus to campus	yes	N/A	will be imple- mented in 1982- 83	varies from campus to campus	varies from campus to campus	data needed to assess impact are not available for this report; Chan- cellor's Office expects these data to be avail- able within 2 months
no	no	not clear	N/A	N/A	N/A	not clear
no	yes	yes	N/A	N/A	N/A	yes
varies from campus to campus	not clear	yes	N/A	N/A	N/A	preliminary data, which need further analysis, indicate some success
yes	yes	yes	N/A	yes	yes	too early to assess (program initiated in 1981)
N/A	N/A	N/A	not clear	not clear	not clear	available data indicate success in some areas, but the data are un- clear in many areas

FINDINGS AND CONCLUSIONS

Outreach Programs

1. Twelve major programs in California are designed to provide outreach services for low-income and ethnic minority students, with a total budget in 1981-82 of \$17.5 million. (This funding level represents an increase of \$600,000 from the previous year.) Funding for these programs was provided by the State government (50.3%); federal government (42.0%); private industry and foundations (3.4%); and educational fees paid by students (4.3%). If the federal government substantially reduces the funding provided for the TRIO programs (Upward Bound, Talent Search, and Educational Opportunity Centers), as proposed by the Administration for fiscal year 1982-83, there would be a substantial reduction in postsecondary outreach efforts in California.
2. The budget requests for 1982-83, as submitted by the three public postsecondary segments and the State Department of Education (see Appendix A), do not include any proposals for new equal educational opportunity efforts. All of the proposals call for either a continuation or an expansion of existing efforts.
3. Substantial progress has been made during the past three years in improving the general management of the several equal educational opportunity programs. Almost all programs now annually collect extensive data so that information is available about the number and characteristics of the clients served and the services provided. The Chancellor's Office of the State University has been particularly successful in this area, annually providing substantial data about the students served through Core Student Affirmative Action and Educational Opportunity Programs.
4. Progress has also been made in the implementation of evaluation components in most of the programs, enabling systemwide administrators to better assess periodically the progress of the program in achieving its objectives. Systemwide administrators of the Community College Extended Opportunity Programs and Services (EOPS) still need to implement an evaluation component that can measure program impact.
5. Two State-funded programs have been able to utilize the services and resources available through the private sector: MESA (which secures approximately 50 percent of its funding

from the private sector) and the Community College Student Affirmative Action Transition Projects (which place students in internship positions in both the private and public sectors).

6. Most State-funded outreach efforts by postsecondary institutions do not involve formal explicit cooperative relationships with representatives from other colleges and universities in the surrounding region. The two exceptions to this generalization are the institutions which participate in Cal-SOAP (which by law involves cooperative, intersegmental operations) and the Core Student Affirmative Action Program at the California State University (which includes the establishment of advisory committees at each State University campus with representatives from neighboring colleges).
7. Available data provided by the MESA Administrative Office indicate that MESA is having a positive impact. Of the 668 MESA graduates in June 1981, 80 percent expected to enroll in four-year colleges and 70 percent expected to enroll in math-based fields of study while in college. Among the 685 graduates of MESA in two previous years, approximately the same patterns were demonstrated as occurred among the 1981 graduates. In response to a request from the Legislature, an outside evaluation of MESA will be conducted during 1982 by the Center for the Study of Evaluation at UCLA.
8. The Academic Enrichment Program of the University of California was a pilot program initiated three years ago to establish "MESA-like" projects involving University faculty working directly with secondary school students. Thus far, no comprehensive evaluation has been prepared to identify what was learned from this experimental effort. It is important that this pilot effort be maintained and not integrated into the general early outreach effort of the University until such an evaluation is completed.
9. The original objective of the Early Outreach Program was to prepare underrepresented ethnic minority students for higher education. This objective was revised through the Supplemental Report of the Committee of Conference on the 1981-82 Budget Bill, which stated that "it is the intent of the Legislature that the objective of the UC's early outreach programs is to prepare students to be eligible to the UC, although students who are eligible may subsequently choose to attend another postsecondary educational institution." This language has had the positive effect of more clearly defining a specific program objective. However, the language may also

be so narrow as to exclude many secondary school students with college potential from the services provided by an early outreach program. Many of the students who may be excluded from the University program would have the potential to succeed at the State University, independent colleges, or Community Colleges if they were assisted during their secondary school years.

10. The University of California Systemwide Office has made significant progress in developing an evaluation of the Early Outreach Program. Preliminary data needing further analysis indicate that 37.5 percent of the early outreach participants graduating in June 1981 were eligible for the University, with 22 percent of the participants actually enrolling in the University. These data suggest the program has been successful. During the current year, this program is serving more than 16,000 students in 330 secondary schools.
11. During the past 10 years, the Educational Opportunity Program at the California State University has played an important role in increasing the numbers of low-income, ethnic minority students who enroll in postsecondary education. During the past year, more than 6,000 low-income and ethnic minority students enrolled in this segment as EOP students, with approximately 70 percent of them not eligible under the regular admissions requirements. Approximately 50 percent of the Black students and 30 percent of the Chicano students enrolled in the State University are EOP students. Less than 3 percent of these students were academically disqualified after the first year of study. During 1979-80, the State University graduated 848 EOP students, with 125 of these students completing their studies in Business Management.
12. The Core Student Affirmative Action Program is in its second year of operation in the State University system. In an initial review of this program published in July 1981, the Postsecondary Education Commission concluded that the Chancellor's Office had made good progress in implementing the program, with the particularly strong programmatic components including (1) the use of a competitive review process in the allocation of funds among the 19 campuses, (2) the integration of student affirmative action efforts into the mainstream of campus activity, and (3) the emphasis on intersegmental coordination of the various outreach efforts. A second Commission review of this program will be completed in July 1982.
13. The Community College Extended Opportunity Programs and Services is the largest State-funded program designed to identify and retain low-income, educationally disadvantaged students in

postsecondary education. During the current year, the program is serving approximately 68,000 students, with an average expenditure of \$360 per student. At the present time, the data necessary to assess the relative success of this program are not available; the Chancellor's Office expects these data to be published within two months.

14. The Community College Student Affirmative Action Transition Projects will complete their first year of operation in April 1982. As might be expected during the initial implementation year, the three pilot projects (in Modesto, Sacramento, and San Diego) have experienced some difficulties. The Systemwide Office has made progress, however, in the administration of the program and it should be anticipated that the records of the projects will improve during their second year. As directed by the Legislature when the program was initiated, the Postsecondary Education Commission will complete an evaluation of this program prior to December 1983.
15. The California Student Opportunity and Access Program (Cal-SOAP) has had an important, positive effect on coordination of outreach efforts by postsecondary institutions and has stimulated colleges to work together in serving ethnic minority students. The Systemwide Office of the University of California has taken the lead in encouraging the operation of this program by contributing direct financial support to these pilot projects. As directed by the Legislature when the program was initiated, the Postsecondary Education Commission will complete an evaluation of this program prior to January 1983.
16. Approximately 85 percent of the Chicanos and Blacks enrolled in California's postsecondary institutions attend the California Community Colleges. Many never complete a certificate or terminal degree program and only a relatively small proportion ultimately transfer to four-year colleges or universities and complete a baccalaureate degree. (For example, in Fall 1980, Chicano and Black students comprised 12.9 percent and 10.6 percent of Community College students respectively, but they constituted less than 8 percent and 4 percent, respectively of the students transferring into the University of California, and only 10 percent and 6 percent, respectively of students transferring into the California State University.) The number of Blacks and Chicanos graduating from four-year colleges will not substantially increase without a corresponding increase in the number transferring into them from Community Colleges. Greater priority, therefore, should be placed on transition services designed to facilitate movement from a two-year to a four-year college.

Support Service Programs

1. There are four different large-scale programs operating in California which have as their primary purpose the strengthening of academic skills of low-income, ethnic minority students enrolled in colleges. These programs include (1) the federally funded Special Services for Disadvantaged Students (operating on 30 California campuses), (2) the Community College Extended Opportunity Programs and Services, (3) the State University Educational Opportunity Program, and (4) University of California Student Affirmative Action Support Services. The University and the State University have both developed good data management systems to provide information about the clients served through these programs. The primary difficulty in analyzing these data is the lack of similar information about the clients served through the regular support service programs, and, therefore, the inability to make comparisons with the general university community. Despite this limitation, data provided by the University of California indicate that two specific types of support efforts--the summer bridge and math/science workshops--have been particularly effective in retaining minority and low-income students.
2. There are at least four limited student development programs which are not State funded but which are extremely important as models for potentially successful efforts to increase the numbers of minorities who enroll in and graduate from college. These programs are (1) the Professional Development Program at the University of California, Berkeley; (2) the Cooperative College Preparatory Program, a joint college preparatory effort between the Oakland Unified School District and the University of California, Berkeley; (3) the College Core Curriculum at Phineas Banning High School in Wilmington; and (4) the Minority Engineering Program at California State University, Northridge. In addition, the academic program provided at Oakes College at the University of California, Santa Cruz, can be used as a model in the effort to develop effective retention efforts for college level minority students. (These programs are described in Appendix C.) The Postsecondary Education Commission will undertake a systematic examination of these programs to identify those successful components which might be replicated at other institutions throughout the State.

RECOMMENDATIONS

In order to increase substantially the number of ethnic minority students graduating from postsecondary institutions during the next five years, the priorities in State funding of outreach and support service programs should be (1) improved academic preparation of ethnic minority students while they are enrolled in secondary school, (2) increased retention of minority students enrolled in college, particularly those majoring in the mathematics- and science-based disciplines, and (3) increased transition of minority students from two-year to four-year institutions, after these students have completed their academic objectives at the Community Colleges.

Within this general framework of priorities, the Commission staff recommendations for the 1982-83 Budget are the following:

1. If the Legislature wishes to augment equal educational opportunity budgets, then the first priority in the allocation of this funding should be for the operation of support services in the mathematics, science, and engineering disciplines at the public four-year institutions. These funds should be allocated through a competitive process with institutions expected to provide equal dollar matching. Models which might be used in the initiation of this State-funded effort are the Minority Engineering Program at CSU, Northridge and the Professional Development Program at the University of California, Berkeley. These funds might be distributed through the existing MESA structure to eliminate the need for a new administrative body.
2. Current funding levels should be continued through 1982-83 for those equal educational opportunity programs initiated by the Legislature within the past three years. These programs, which are still in their developmental phase, are (1) the California Student Opportunity and Access Program (Cal-SOAP), (2) the State University Core Student Affirmative Action Program, and (3) the Community College Student Affirmative Action Transition Program. The California Postsecondary Education Commission was directed by the Legislature to evaluate each of these programs and within the next year specific recommendations will be presented by the Commission about each of them.
3. Current funding levels should be continued through 1982-83 for MESA, which (1) has data demonstrating success, (2) is being evaluated through a contract with the Institute for the Study of Evaluation at UCLA, and (3) secures approximately 50 percent of its budget through non-public sources.

4. Current funding levels for the State University's Educational Opportunity Program and the Community Colleges' Extended Opportunity Programs and Services (EOPS) should be continued through 1982-83. Prior to 1977, both programs were reviewed by an outside consultant with a positive conclusion presented. Since that date, however, no comprehensive review has been attempted. Data are now maintained by both systemwide offices which could be used to prepare an assessment of program impact. A comprehensive outside evaluation of the programs should be made in the near future.
5. Current funding levels for the University of California's Early Outreach Program should be continued through 1982-83. However, since this is the only sizeable outreach effort by colleges working at the junior high level, and since preliminary data provided by the University indicate some program success, it is imperative that an outside review of this program be conducted. In addition, the Legislature should revise the intent language for this program to direct that the objective of the University's Early Outreach Program is to increase the number of low-income, ethnic minority students who are eligible to enroll in public four-year colleges, although students who are eligible may subsequently choose to attend other postsecondary institutions.
6. In order to improve the transfer opportunities from Community Colleges to four-year institutions for low-income and ethnic minority students, transition to a baccalaureate awarding institution should be established as one of the major goals of the existing Community College Extended Opportunity Programs and Services, with a substantial portion of the EOPS funding used to achieve this goal. In addition, the Legislature and the segments should review the relevant statutes and regulations to remove barriers to transition from one program to another and to assure greater program compatibility between the Extended Opportunity Programs and Services of the Community Colleges and the Educational Opportunity Program of the California State University.

APPENDIX A

State Funding Requests for Student Affirmative Action and
Equal Educational Opportunity Programs in
California Public Postsecondary Institutions

APPENDIX A: 1982-83 STATE FUNDING REQUESTS FOR STUDENT AFFIRMATIVE ACTION AND

	<u>1981-82 Current Year Budget</u>	<u>1982-83 Augmentation/ Increase Requests</u>
CALIFORNIA COMMUNITY COLLEGES		
<u>Extended Opportunity Programs and Services (EOP/S)</u>		
Administration and Services	\$14,435,188	\$1,791,000
Student Financial Aid Grants	10,031,231	1,513,000
Totals	\$24,466,419	\$3,304,000
CALIFORNIA STATE UNIVERSITY		
<u>Educational Opportunity Program</u>		
Administration and Services	\$ 7,064,368	\$ -0-
Student Financial Aid Grants	7,214,190	1,436,563
Totals	\$14,278,588	\$1,436,563
<u>CORE Student Affirmative Action</u>		
Administration and Services:		
CORE Regional Programs	\$ 2,389,481	\$ -0-
MESA	249,953	-0-
Graduate Level Enrichment	-0-	100,813
Special Research/Data Projects	-0-	26,250
Totals	\$ 2,639,434	\$ 127,063
UNIVERSITY OF CALIFORNIA		
<u>Student Affirmative Action</u>		
Administration and Services:		
Early Outreach	\$ 2,422,419	\$ -0-
Immediate Outreach	580,834	48,000
Support Services	1,377,000	833,000
Central Coordination	295,000	-0-
Graduate and Professional SAA	-0-*	266,000
Student Financial Aid Grants	800,000	-0-
Totals	\$ 5,475,253	\$1,147,000 (plus \$4,449,000 for full State funding
STUDENT AID COMMISSION		
<u>Student Opportunity and Access Program</u>	\$ 319,000	--

Sources: 1982-83 Governor's Budget, Systemwide Administrations

EQUAL EDUCATIONAL OPPORTUNITY PROGRAMS IN CALIFORNIA PUBLIC PSE INSTITUTIONS

<u>Total Proposed 1982-83 Budget</u>	<u>Governor's 1982-83 Proposed Budget</u>	<u>Notes:</u>
\$27,770,419	\$25,586,419 Source: 100% State General Funds	Governor's Budget Includes 5% Cost- of-Living Adjust- ment of 1,120,000.
\$15,612,631	\$14,947,000 Source: 100% State General Fund	The Governor's Budget includes a 5% Cost-of-Living Adjustment of \$356,000 on Student Grants.
\$ 2,845,190	\$ 2,818,940 Source: 100% State General Funds	Proposed 1982-83 Budget and Governor's Budget includes auto- matic inflation in- crease and reimburse- ment for 1981-82 travel reduction.
\$ 6,632,000	\$ 5,434,000 Source: 75% State General Funds; 25% UC Educational Fees	*\$150,000 was addi- tionally funded in 1981-82 for Graduate and Professional SAA by Temporary Regents Funds.
--	\$ 302,000 Source: 100% State General Funds	Reflects a 5% re- duction imposed on all State agencies.

APPENDIX B

Summary of Existing Outreach and Support Service Programs

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CALIFORNIA COMMUNITY COLLEGES EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)

The Extended Opportunity Program and Services (EOPS) of the California Community Colleges, established in 1969, is directed toward the goal of recruiting and retaining students handicapped by language, social and economic disadvantages and facilitating their successful participation in the educational pursuits of the college. Eligibility criteria for the EOPS program are primarily economic. Title 5 of the California Administrative Code states that EOPS students cannot have a family income greater than \$9,999 for a family of four, \$8,999 for a family of three, and \$6,999 for a family of two. Efforts to identify EOPS students concentrate on students already enrolled at the Community Colleges as well as students in the high schools.

The basic services of the EOPS program are:

1. Tutoring in academic subjects for Community College students.
2. Academic and career counseling for Community College students.
3. Outreach, including direct recruitment, early contact with junior high school level students, and special readiness activities prior to college enrollment.
4. Special instruction, such as in basic skills, study skills, language development, translation, library utilization, career planning classes, and ethnic studies.
5. Cultural enrichment functions, designed to enhance the appreciation of cultural differences and similarities among students and college staff.
6. Direct grants, work-study, and/or short-term loans.

Funding History

<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>
\$11,484,027	\$13,983,157	\$17,389,919	\$20,472,092	\$23,462,000	\$24,761,000

Funding Utilization: The Chancellor's Office reports that approximately 41 percent of total EOPS funds are utilized for direct financial aid, 49 percent are utilized for educational programs and support services, and 9 percent are utilized for general management services. Within the category of services, 10 percent of total

funds are utilized for outreach, 17 percent for instruction and tutoring, 13 percent for counseling, and 9 percent for other services.

Numbers Served

<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>
40,724	48,679	59,001	62,381	67,890	67,890

Evaluation Data

In 1976, the Evaluation and Training Institute prepared a report entitled "The Study of Extended Opportunity Programs and Services" which was prepared to provide ". . . a comprehensive evaluation of EOPS with conclusions relative to determining the extent of Community Colleges meeting the objectives . . . " specified for EOPS. In 1979, the Chancellor's Office issued a preliminary report to the Legislature on the "Impact of EOPS on Participating Students in Terms of Outreach, Retention, and Post-College Follow-up." In addition, annual reports are made to the Board of Governors about the EOPS program. During 1980-81, an EOPS Evaluation Study Group was established to update existing evaluation procedures through the development and recommendation of long-range evaluation strategies for EOPS in the 1980s. During 1981-82, the Chancellor's Office staff is working to implement many of these recommendations.

CALIFORNIA COMMUNITY COLLEGES' STUDENT AFFIRMATIVE ACTION, COMMUNITY COLLEGE TRANSITION, AND INTERNSHIP PROGRAM

The California Community Colleges received funding in the 1980-81 Budget to establish three pilot transition projects designed to:

1. Identify potential transfer students from underrepresented ethnic minorities on each campus and to provide them with support services,
2. Provide opportunities for these students to enroll concurrently at a four-year institution in an attempt to acquaint them with the academic skills necessary for success at a four-year institution,
3. Provide opportunities for work experience internships for these students, and
4. Orient two- and four-year college personnel to increase their sensitivity and responsiveness to the special problems of disadvantaged transfer students.

In January 1981, the Chancellor's Office selected three project sites involving the following campuses:

Sacramento:	California State University, Sacramento Sacramento City College Sierra Community College
Merced/Modesto:	California State College, Stanislaus Merced College Modesto Junior College San Joaquin Delta College
San Diego:	Palomar College Point Loma College San Diego City College San Diego Community College District San Diego Mesa College San Diego Miramar College San Diego State University Southwestern College United States International University University of California, San Diego

Funding History

The projects began serving students in Spring and Fall 1981 with approximately \$72,000 each in funding.

Numbers Served

	<u>Spring 1981</u>	<u>Fall 1981</u>
Sacramento	55	55
Merced/Modesto	48	17
San Diego	--	120

Evaluation Data

The Postsecondary Education Commission has the responsibility to report to the Legislature by December 31, 1983, on the effectiveness of student affirmative action projects in the Community Colleges.

CALIFORNIA STATE DEPARTMENT OF EDUCATION, DEMONSTRATION PROGRAMS IN READING AND MATHEMATICS

The Demonstration Programs in reading and mathematics were created in 1969 when the California State Legislature enacted Assembly Bill 938 with an appropriation of \$3 million. AB 938 represents an effort to stress proficiency in reading and/or mathematics for student populations from low-income neighborhoods, high transiency, and low test scores in grades 7, 8, and 9.

Eligible districts defined as "those having schools of greatest need" can compete for first-year appropriations to support a program in the seventh grade, the eighth grade in the second year, and the ninth grade in the third of a junior high school.

Under legislative mandate, in order to keep their funding, participating schools must:

- Show definite academic improvement for underachieving youngsters in reading and/or mathematics.
- Create a highly systematized program which could be replicated at another school site.
- Produce high student achievement.
- Disseminate information to other school people about successful practices learned in the programs.

Funding History

Funding for the Demonstration Programs has continued at approximately \$3 million annually since the Program began in 1969. The funding level for the 1981-82 current budget consists of \$3,558,068 for approximately 29 Demonstration Projects representing 21 districts throughout the State. The funding formula for the Programs takes into account learning achievement based on the difference between expected gains in achievement and actual gains, as measured by pre- and post-test scores in the Comprehensive Test of Basic Skills (CTBS) and the program cost per school site. The least cost effective schools are dropped from the Program each year.

Numbers Served

Approximately 9,200 students are expected to be served in 1981-82.

Evaluation

The comprehensive evaluation design per project is determined entirely at the local district or school level. Information reported by the State Department of Education stemming from the 1978-79 local evaluations indicated a median of 2.0 months of growth in reading and 3.5 months of growth in mathematics per each month of program instruction. During the same school year, the median increase in reading was 141 percent and 518 percent in mathematics over predicted scores in light of the low pre-test score characteristics of participating students. Additionally, the Legislative Analyst's Office reviewed the Program in detail in preparation for their analysis of the 1980-81 Budget Bill and concluded that the Demonstration Programs are:

- exemplary programs;
- providing leadership to other schools with compensatory education program funding; and
- appear to result in improved student performance.

CALIFORNIA STATE DEPARTMENT OF EDUCATION, SPECIAL
PROJECTS UNIT

University and College Opportunities Program (ESEA Title IV-C)

Title IV-C of the federal Elementary and Secondary Education Act provides funding for local educational agencies to develop and field test new models, techniques, strategies, and solutions to current educational problems. While any of the identified project categories can be directed toward the needs of ethnic minority and low-income students, the California State Board of Education has reserved funding for projects which deal with the preparation of minority students for successful college and university performance. Through the framework of the University and College Opportunities Program, 10 grants were awarded in 1979 to educational agencies with the general goal of increasing the number of students from underrepresented groups who are eligible for and enroll in a four-year college or university. The specific objectives of the projects include the following:

1. Participating students complete a college-preparatory curriculum which meets the University of California's minimum entrance requirements;
2. Project staff and school faculty develop special teaching skills and be knowledgeable about strategies for meeting the unique needs of potentially high-achieving minority students;
3. All parents (guardians) of participating students be knowledgeable about college academic requirements and be supportive of their children's participation in the college preparation program; and
4. Participating students be aware of their career interests and what academic preparation is required for each such career.

Due to competitive nature of IV-C funding and the annual application process, 6 of the 10 projects continue to be funded as third-year replication projects. Each funded site replicates its program at a new high school site with little new money in addition to the previously funded sites. The six projects and grants, as selected by the State Department of Education, for 1981-82 are as follows:

	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>
1. Los Angeles Unified School District: "High School/University Interaction Program," to serve 309 students	\$99,453	\$103,131	\$81,262
2. Los Angeles Unified School District: "Prep," to serve 915 students	89,975	92,787	89,257
3. Orange County Department of Education: "Students Capture Opportunities to Redirect Their Education (SCORE)," to serve 835 students	79,411	79,346	96,606
4. Sacramento City Unified School District: "Operation Success: A College Headstart Program," to serve 433 students	67,671	67,671	62,257
5. Oakland Unified School District: "Oakland Scholars and Achievers College Eligibility Program," to serve 625 students	71,000	65,458	64,423
6. San Diego County Department of Education: "Operation Success," to serve 360 students	73,957	67,000	66,159

Program Funding History

<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>
\$700,000	\$700,000	\$459,964

Numbers Served

During the initial year of the program, 4,627 secondary school students were served. In the 1980-81 year, 5,471 students were served and 3,477 students are expected to be served in 1981-82.

Evaluation Data

The staff of the State Department of Education has started gathering the data necessary to assess the impact of each project. However, the data necessary for an initial evaluation are incomplete at this time.

CALIFORNIA STATE UNIVERSITY AND COLLEGES' CORE STUDENT AFFIRMATIVE ACTION PROGRAM

The Core Student Affirmative Action program is designed to respond to the underrepresentation of ethnic minorities, low-income individuals, and women in the California State University and Colleges system. As implemented on each campus in the State University system in 1980-81, the "Core" program provides for: (1) intensive outreach at the undergraduate level to identify and assist regularly eligible applicants; (2) expansion of basic retention efforts for minority, low-income and women students; and (3) educational enhancement and improvement in counselor and teacher preparation.

In 1978-79, State General Fund support (\$130,000) was provided for pilot outreach efforts by three State University campuses--Dominguez Hills, Fresno, and San Jose. The primary emphasis of each of these pilot projects was to experiment with nontraditional outreach approaches. At the Fresno campus, for example, the primary objective was to increase the enrollment of Chicano students from the northern San Joaquin Valley through contact with parents and prospective students at community and high school cultural programs of ethnic theater, dance, music, and art.

In 1979-80, State General Fund support (\$730,000) was provided to: (1) continue the special outreach projects initiated during the 1978-79 academic year on the Dominguez Hills, Fresno, and San Jose campuses; (2) establish on the four CSUC campuses located in the Los Angeles Basin a unique regional outreach effort in conjunction with the Los Angeles Unified School District; and (3) establish on two CSUC campuses regional outreach approaches in rural settings. The project in the Los Angeles area linked four CSUC campuses with 17 high schools in a cooperative program with four basic components. (1) a regional advisory group with representatives from the high schools, Community Colleges, and the State University, which had the responsibility to "coordinate and deploy available resources to meet most effectively the needs of the region;" (2) paraprofessional outreach to high schools, with trained college students assisting professional staff; (3) extensive involvement of parents in the outreach effort; and (4) counselor in-service training programs designed to develop workshop models and materials which will provide relevant and accurate information to counselors to increase their awareness of the needs of ethnic minority students.

As a result of these pilot projects, 4,169 applications to higher education institutions were generated. Of these applications, 3,261 were offered admission to a college or university. Of the nearly 4,200 applications generated, 47.8 percent were to CSUC campuses, 36.6 percent were to Community College campuses, and 15.6

percent were to the University of California or other institutions (independent colleges, out-of-state colleges).

In 1980-81, State General Fund support (\$1,875,878) was provided to establish a "Core Student Affirmative Action" effort on all 19 CSUC campuses. Each campus developed an action plan designed to coordinate and expand, where necessary, existing services, resources, personnel, and policies within the areas of outreach, retention/supportive services, and educational enhancement. Through a competitive proposal review process, available funding was allocated among the 19 campuses, with the funding levels ranging from a low of \$57,900 to \$131,000. (Representatives from the Department of Finance, Legislative Budget Committee, and the Postsecondary Education Commission participated in the proposal review process.) There are seven basic components to the Core approach as it is being implemented in the CSUC system: (1) outreach efforts directed to the family unit; (2) expanded direct relations between the University and the minority community, (3) use of nontraditional, culturally sensitive media and information dissemination practices; (4) development of a more supportive college environment; (5) CSUC faculty and staff in-servicing activities; (6) intersegmental cooperation between high schools, Community Colleges, the University of California, and other postsecondary institutions; and (7) improvement and augmentation of counselor and teacher education programs. In 1980-81, available funds were allocated with 60 percent for outreach, 30 percent for retention, and 10 percent for educational enhancement.

In 1981-82, State General Fund support was increased by approximately \$600,000, with this additional funding targeted for an expanded retention effort. During the current year, funds are allocated with 40 percent for outreach, 40 percent for retention, and 20 percent for educational enhancement.

Funding History

<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>
\$130,000	\$730,000	\$1,875,878	\$2,639,434

Numbers Served

The CSUC Chancellor's Office published a report entitled "Funded Student Affirmative Action Projects in the California State University and Colleges: 1979-80 Activities and Accomplishments" (September 1980) which provides detailed information concerning the number of outreach activities, the number of participants in each activity,

the number of applications generated, and the number of applications accepted. According to this report, 25,206 different individuals participated in the SAA-sponsored outreach activities during 1979-80.

In the second report in this series, entitled "1980-81 Funded Student Affirmative Action Projects in the California State University Activities and Accomplishments" the Chancellor's Office reports the following number of distinct participants in each of the three components on the nineteen campuses:

1. Outreach Activities - 48,991 people
2. Special Support Services - 5,964 people
3. Educational Enhancement Activities - 6,500 people

Overall, the 19 campuses reported approximately 85,000 participants in Core SAA program activities during 1980-81 with the actual number of "distinct" participants served 60,391.

Evaluation Data

Since the Core SAA program is in the second year of its operation, the data necessary to assess the impact of the program are not yet available. The Postsecondary Education Commission, which has the responsibility to evaluate the program, reported in an initial review of the program published in July 1981, that

The State University has made good progress in the implementation of the Core Student Affirmative Action program. As should be anticipated with the initiation of a new program of this scope, some campuses have made considerably more progress than others. However, the majority of the campuses are demonstrating substantial institutional commitment and fiscal contribution to the Program. (p. 1)

A second review of the Core SAA program will be completed by Commission staff in Summer 1982.

CALIFORNIA STATE UNIVERSITY AND COLLEGES' EDUCATIONAL OPPORTUNITY PROGRAM (EOP)

The California State University and Colleges' EOP program, established in 1969, is directed toward the goal of providing access and support for students from low-income or disadvantaged educational backgrounds who have the potential to succeed academically in accredited curricula. The program focuses on admitting primarily those students who do not meet regular admission requirements, although approximately 30 percent are admitted as regular admits.

The program includes both high school students--primarily seniors--and transfers from community colleges who need support services to succeed at the CSUC. Each campus serves high schools within its service area that have a high population of disadvantaged/minority students.

Students are selected for admission into EOP on the basis of four major factors:

1. Disadvantaged applicants admitted as exception admits under Section 40901 of Title 5;
2. Low-income status and history of economic disadvantage;
3. Potential for success in CSUC accredited curricula; and
4. Level of educational, cultural and environmental disadvantage.

While access is a major focus of the EOP program, even more important are the support service and retention components. EOP provides a continuum of services beginning with recruitment through admissions, orientation, summer programs, and a heavy emphasis on tutoring and counseling. Specifically, services provided during recruitment and outreach include:

1. Presentations to high school classes and general assemblies regarding admissions procedures, EOP services, and academic programs.
2. Individual conferences with counselors, as well as workshops regarding EOP policies and admissions procedures.
3. Special film and slide presentations aimed at motivating disadvantaged/minority students to attend college.

4. Special evening presentations for students and parents regarding admission, financial aid, and other aspects of college life.
5. When necessary, home visits are scheduled with parent and applicant.
6. Campus tours.
7. Individual admissions and financial aid counseling.
8. Campus orientation programs.
9. Follow-up and individual assistance with completion of admissions and financial aid forms

Funding History

<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>
\$ 9,672,991	\$11,156,888	\$11,965,859	\$11,831,399	\$13,496,000	\$14,880,000

Students Served

Each year, EOP enrolls approximately 6,000 new students as freshmen or transfer students. Currently, the program has approximately 17,300 new and continuing students.

<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>
12,514	13,545	13,799	14,797	15,225	13,977*

*Budgeted figure per staffing formula. Actual data will be higher

Among new EOP enrollees in 1979-80, 37.2 percent were Black, 23.4 percent were Chicano, and 10 0 percent were White.

Evaluation Data

The Chancellor's Office annually collects comprehensive data about students served through the Educational Opportunity Program. In fact, among equal educational opportunity programs, this program appears to have the most comprehensive data network, including information about the academic performance and graduation rates of students in the program, by campus, by ethnicity, by sex, and by academic discipline. The available data indicate that the EOP program has been successful during the past ten years in (1) recruiting large numbers of ethnic minority students into the CSU system, and (2) retaining these students, who generally do not meet

the regular admissions requirements, at a higher rate than ethnic minority students are retained within the CSU system generally. The Chancellor's Office reports that (1) among the 6,290 new EOP enrollees in 1979-80, only 178 were disqualified for academic reasons; (2) 848 EOP students were graduated in 1979-80 with the largest number of these majoring in Public Affairs and Services and Business Management, and (3) the mean total GPA for EOP students in 1979-80 was 2.30.

CALIFORNIA STUDENT OPPORTUNITY AND ACCESS PROGRAM (Cal-SOAP)

The California Student Opportunity and Access Program, as initiated in September 1979, established five interinstitutional pilot projects designed to increase accessibility into postsecondary education for low-income high school and community college students. The projects are also expected to reduce unnecessary duplication in outreach efforts as well as utilize college students as peer counselors and tutors for low-income high school students. The five projects and grant awards, as selected by the Student Aid Commission, are the following:

	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>
1. Central Coast EOP/S Consortium (Project AQUI) (Santa Clara County)	\$51,000	\$41,400	\$36,000
2. East Bay Consortium	\$50,000	\$50,000	\$62,100
3. San Diego County Cal-SOAP Consortium	\$60,000	\$71,000	\$86,250
4. Solano University and Community College Education Support Services (SUCCESS) (Solano-Yolo Counties)	\$47,000	\$43,800	\$54,970
5. South Coast EOP/S Consortium (Orange County)	\$42,000	\$43,800	\$54,970

Each project targets students who meet the income eligibility requirements established by the Student Aid Commission (a 1978 income of less than \$12,500 for a family of one to four children, \$13,000 with five children, and \$13,500 with six children). With the exception of the San Diego program, the primary goal of the projects is to raise the achievement level of low-income students through motivational and academic support programs such as tutoring, on-campus living experience, campus visitations, and cultural events and field trips. The primary goal of the San Diego Cal-SOAP project is to develop a cost-effective system that coordinates and disseminates information to target students about postsecondary opportunities. The services provided include peer and cross-age counseling, a college information hot-line, and a comprehensive student information system.

Funding History

<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>
\$250,000	\$250,000	\$267,500

Numbers Served

Since each of the projects provided differing services at differing levels of intensity, the number of students served are not comparable among the five projects.

	<u>1979-80</u>
1. Central Coast EOP/S Consortium (Project AQUI) (Santa Clara County)	
Number of students tutored	140
Number in residential program	25
2. East Bay Consortium	
Number in Saturday college	80
Number of students at parochial school receiving college advising	87
3. San Diego County Cal-SOAP Consortium (San Diego County)	
Number of target students receiving peer advising and included in the comprehensive information dissemination system	2,541
4. Solano University and Community College Education Support Services (SUCCESS) (Solano-Yolo Counties)	
Number of students tutored	122
Number in residential program	21
5. South Coast EOP/S Consortium (Orange County)	
Number of students tutored	121
Number in residential program	55

Evaluation Data

The Postsecondary Education Commission has the responsibility for evaluating this program. In January 1981 and February 1982, the Commission published reports which (1) summarized activities of the five pilot projects during their first two years of operation, (2)

identified those experimental components of the program which appear to be positive gains, and (3) recommended actions by the Legislature to amend the enabling legislation and thereby facilitate the improvement of the program. A final evaluation of the program will be completed by the Commission prior to January 1983.

MATHEMATICS, ENGINEERING, SCIENCE ACHIEVEMENT (MESA)

The primary goal of the MESA program is to increase the number of California high school graduates from underrepresented minority groups with the needed information and academic preparation in mathematics, science and English to pursue a university or college education in a mathematics-based field. The specific objectives of the program are to:

1. Increase the number of students from target minority groups who major in mathematics, engineering, and the physical sciences in college;
2. Promote career awareness so that participating students may learn of opportunities in the mathematics- and science-related professions early to prepare for them; and
3. Motivate officials from secondary schools, universities, industry, and engineering societies, to cooperate with MESA by offering volunteer time and other vital human and fiscal resources.

The MESA program began in 1970 with 25 students at Oakland Technical High School. MESA has since expanded: in 1980-81, it served approximately 2,500 students from the 85 high schools involved in the program. There are currently 16 MESA centers throughout California, each center working with 1 to 5 senior high schools and serving from 40 to 200 students. Among the services provided to MESA students are tutoring; speakers; summer academic programs; parent meetings; incentive awards; academic and career counseling; recognition events; and field trips to industrial plants, research centers, universities, engineering firms, and computer centers.

The criteria used for selecting participants are:

1. Completion of Algebra I before the end of the 10th grade and enrollment in the next academic mathematics class;
2. Interest in a career that requires a year of calculus; and
3. Membership in a minority group underrepresented in mathematics and the related professions.

In order to remain in the MESA program, students must continue to enroll in college-preparatory mathematics, English and science courses, maintain an above-average grade point average, and participate in the MESA-sponsored activities.

Funding History

<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>
\$35,500	\$263,000	\$481,479	\$728,598	\$1,020,550	\$1,044,000

During fiscal year 1980-81, the MESA program was funded 50 percent by the Hewlett and Sloan Foundations, 10 percent by private industry, and 40 percent by the State General Fund.

Numbers Served

<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>
150	881	1,521	2,232	2,500	2,578

Evaluation Data

The MESA statewide office is gathering the data necessary to assess the impact of the program on the students served. Based on data provided by that office, of the 510 MESA high school graduates in June 1980, 82 percent enrolled in college and 57 percent began studies in a math-based discipline (engineering, life science, business administration/economics, computer science, and mathematics). Of the 668 MESA high school graduates in June 1981, over 90 percent indicated an intention to enroll in college and over 66 percent indicated they would major in a math-based field of study. It is expected that an outside evaluation of MESA will be completed during 1982-83 through funds provided by the Hewlett Foundation.

SPECIAL PROGRAMS FOR DISADVANTAGED STUDENTS

Seventy-nine projects operated in California during the 1981-82 academic year through the federally funded "Special Programs for Students from Disadvantaged Backgrounds." These projects consist of four different program categories authorized under Title IV of the Higher Education Act of 1965. The four programs, listed chronologically by the length of time they have been in existence, are:

1. Upward Bound, established in 1966
2. Talent Search, established in 1966
3. Special Services for Disadvantaged Students, established in 1970
4. Educational Opportunity Centers, established in 1974.

The following sections describe each of these program categories:

California Upward Bound Projects

The Upward Bound program was originally established by the federal Economic Opportunity Act of 1964 to overcome deficiencies in secondary school counseling and to provide tutorial and enrichment programs. The program is designed to reach low-income high school students who have potential to complete successfully postsecondary education but who, due to inadequate preparation and/or lack of motivation, cannot meet traditional admission requirements.

During 1981-82, 33 federally funded Upward Bound projects were in operation in California. Upward Bound projects attempt to develop the skills and motivation necessary for participants to gain admission into and complete successfully postsecondary education. Upward Bound projects, according to federal guidelines, may provide the following types of services:

1. Instruction in reading, writing, study skills, mathematics, and other subjects necessary for success beyond high school;
2. Personal counseling;
3. Academic advice and assistance in high school course selection;
4. Tutorial services;

5. Exposure to cultural events, academic programs, and other activities not usually available to disadvantaged youth;
6. Activities designed to acquaint youths participating in the project with the range of career options available to them;
7. Instruction designed to prepare youths for careers in those areas in which minorities are particularly underrepresented;
8. On-campus residential programs; and
9. Programs and activities which are specially designed for students of limited English proficiency.

The federal guidelines require that the projects provide an assurance that program participants are individuals who are:

1. Citizens or nationals of the U.S. (or persons in the U.S. for other than temporary purposes and who intend to become permanent residents, or are residents of the trust territory of the Pacific Islands);
2. Between the ages of 14 and 27 (no age limits for veterans);
3. From low-income families;
4. From target areas or attending target schools;
5. Have completed at least the first year of secondary school but not entered the twelfth grade (except for veterans); and
6. Have academic potential but are unlikely to apply for admission or be accepted for enrollment in an institution of postsecondary education because of a lack of preparation or underachievement in high school.

Funding

During 1981-82, 33 programs operated in California with a total federal budget of \$5,283,003.

In addition to the grant awarded by the federal government, some projects apply for and receive the following types of supplemental income or resources: in-kind contributions by host agency or campus, CETA funds for youth employment, the Summer Food Program (Department of Agriculture food program for low-income children), and in some instances, the Director's salary may be paid by the host campus.

During the 1981-82 academic year, the following locations and funding levels for each project are as follows:

	<u>1981-82</u> <u>Federal Grant</u>
<u>Northern California</u>	
1. California State University, Chico	\$190,098
2. Humboldt State University	178,670
3. California State University, Sacramento (Veteran's)	71,617
4. Humboldt State University (Veteran's)	91,902
5. Santa Rosa Junior College	
6. University of California, Davis	159,549
<u>Central Valley</u>	
7. California State University, Fresno	\$136,547
8. University of the Pacific (Stockton)	139,214
<u>Bay Area</u>	
9. Mills College (Oakland)	\$291,152
10. Peralta College (Oakland)	75,908
11. City of Oakland (Projects to Assist Employment)	138,027
12. California State University, San Francisco	140,660
13. California State University, San Jose	206,871
14. Stanford University (Palo Alto)	126,527
15. University of California, Berkeley	236,777
*16. University of California, Berkeley (Upward Bound Ponapa)	290,998
17. University of California, San Francisco	242,645
<u>Los Angeles Area</u>	
18. California State University, Los Angeles	\$115,668
19. California State University, Long Beach	192,429
20. California State University, Northridge	165,964
21. East Los Angeles College	250,466
22. East Los Angeles College (Veteran's)	96,750
23. Harvey Mudd College/C Claremont College	233,068
24. Occidental College	207,521
25. The Terrena Corp./School of Many Cultures (Oxnard)	149,543
26. California Lutheran College (Thousand Oaks)	134,623
27. University of California, Los Angeles	193,812

28. University of Southern California	226,165
29. Volunteers of America (Los Angeles)	207,642

Southern California

30. University of California, San Diego	\$160,418
31. San Diego Technical Institute (Veteran's)	94,285
32. California State College, San Bernardino	178,297
33. Imperial Valley College	201,835

*New program in 1981-82

Numbers Served

Upward Bound projects serve low-income, high-minority schools. While each project varies yearly on the number of students selected to participate, the number of participants usually range from 50 to 150 students.

Evaluation Data

A final report on Upward Bound projects nationwide conducted by the Research Triangle Institute, entitled "Evaluation Study of the Upward Bound Program: A Second Follow-Up," concluded the following:

- Program impact is greatest on short-term outcomes (greater impact for 12th graders).
- Evidence indicates that Upward Bound is providing the skills, motivation, and assistance for entry into postsecondary education.
- It is less clear that the program provides the skills for success/retention in postsecondary education.
- Study results indicate an overall positive impact on Upward Bound participants on postsecondary education success.

California Talent Search Projects

The Talent Search program is designed to provide pre-enrollment information and counseling service for disadvantaged youth

The Talent Search program is designed to:

1. Identify qualified youths with potential for education at the postsecondary level and to encourage such youth to complete secondary school and to undertake a program of postsecondary education;
2. Publicize the availability of student financial assistance available to persons who wish to pursue a program of postsecondary education; and
3. Encourage persons who have not completed programs of education at the secondary or postsecondary level, but who have the ability to complete such programs, to reenter educational programs, including postsecondary school programs.

Talent Search projects are generally designed to identify and serve at least 1,000 youth. Projects serving sparsely populated or geographically isolated target areas must serve at least 500 youth. Talent Search projects must serve target areas where at least 25 percent of the families residing in the area have a taxable income which does not exceed the low-income family level set forth in "Current Population Reports" by the Bureau of the Census. Projects serving sparsely populated or geographically isolated areas may serve target communities where at least 15 percent of the families meet the preceding low-income requirements. Projects may serve youth from other than low-income families who are otherwise eligible. However, the number of such participants is not to exceed one-third of the total number served.

A youth between the ages of 14 and 27 is eligible for Talent Search services if he/she:

1. Is a citizen or national of the U.S. (or in the U.S. for other than temporary purposes and intends to become a permanent resident, or is a resident of the trust territory of the Pacific Islands);
2. Has "exceptional potential" for success in postsecondary education or, in the case of a secondary or postsecondary school dropout, a "demonstrated aptitude" for reentry into and success in secondary or postsecondary educational programs;
3. Is of financial or cultural need;
4. Is in need of (a) guidance and counseling to complete or return to secondary school, (b) information and counseling on postsecondary educational opportunities, (c) assistance in gaining admission or readmission to postsecondary educational institu-

tions, or (d) assistance in applying for financial aid to attend such institutions; and

5. Veterans if they are otherwise eligible may also receive services under this program.

Among the types of services provided by the Talent Search program are:

1. College admission and financial aid counseling,
2. Field trips to local colleges and universities,
3. Guidance counseling for high school and college dropouts,
4. Referral to other agencies and programs,
5. Parent advising,
6. Career counseling and testing,
7. Assistance with college forms,
8. Cultural activities,
9. Admissions status checks and advocacy, and
10. Assistance with high school course selection.

Funding

During 1981-82, 14 Talent Search projects operated in California with an approximate federal budget of \$1,619,061. The 14 California-based projects and federal grants are sponsored by the following institutions:

	1981-82 <u>Federal Grants</u>
<u>Northern California</u>	
1. College of the Redwoods (Eureka)	\$108,378
2. Sacramento Concilio	101,924
<u>Central Valley</u>	
No Projects	

Bay Area

3. Japanese Community Youth Council (S.F)	\$162,923
4. PACT, Inc., Educational Clearinghouse (S.F.)	150,254
5. Stiles Hall/YMCA (Berkeley)	187,391
6. LULAC National Education Service Center (S F.)	85,000
7. Mexican American Community Service Agency (San Jose)	91,260

Los Angeles Area

8. California State University, Long Beach	\$147,299
9. California State University, Los Angeles	99,286
10. University of California, Los Angeles (Compton)	106,133
11. Volunteers of America (Los Angeles)	79,041
12. LULAC (Los Angeles)	85,000

Southern California

13. Wahupa Educational Enterprises, Inc. (San Diego)	\$154,592
14. Imperial Valley Community College	60,580

Numbers Served

Talent Search projects are designed to serve a large number of clients and must fulfill program quota requirements. Generally, each project serves approximately 1,000 clients. However, some of the more established projects serve over 2,000 clients annually. Approximately 24,100 students are expected to be served in 1981-82 by the combined 14 projects.

Evaluation/Impact Data

The federal government systematically gathers national data about Talent Search clients served via year-end reports submitted annually by the funded projects. The following data elements are collected: (1) number of clients served, (2) client distribution by ethno-racial background, (3) postsecondary placement, (4) types of post-secondary institutions attended, (5) number of clients prevented from dropping out in grades 7 through postsecondary, and (6) the number of clients who returned to school after having received Talent Search services.

California Educational Opportunity Centers

The Educational Opportunity Centers (EOC) are established in areas with high concentrations of low-income people. The purposes of this program are:

1. To provide federal support of up to 75 percent for the establishment of centers that will serve as clearinghouses for information concerning financial and academic support available at institutions of higher education.
2. To provide assistance to such persons in applying for admission to institutions at which a program of postsecondary education is offered, including the preparation of necessary applications for use by admissions and financial aid officers.
3. To provide counseling, tutorial, and other necessary services to students enrolled in such institutions.
4. To serve as recruiting and counseling pools to coordinate resources and staff efforts of postsecondary institutions in admitting educationally disadvantaged persons.

An Educational Opportunity Center may make its services available to all persons desiring to pursue a program of postsecondary education who reside within the geographical target area served by the Center. However, program participants must be citizens or nationals of the United States

There are currently two Educational Opportunity Centers in California. One is a rural outreach program sponsored by the Fresno County Mobile Guidance Educational Project, Inc. This project was created in 1969 as a Talent Search project, and became an Educational Opportunity Center in 1976 with a budget of approximately \$200,000. The second project was established in Los Angeles in 1974-75 and is sponsored by the UCLA Extension Center.

Funding

During 1981-82, funding levels for the two projects were:

	<u>Federal Grant</u>
1. Fresno County Mobile Education Guidance Project	\$229,183

2. University of California, Los Angeles
Extension

\$385,494

The federal government provided up to 75 percent of the total funds for the EOCs. The Los Angeles-based project received additional in-kind contributions from the Los Angeles unified schools, Los Angeles Community Colleges, UCLA Extension Center, and community agencies. The Fresno project received additional funds from Fresno County and Kings County CETA programs, as well as in-kind contributions from Fresno, Kings, and Madera school districts.

Numbers Served

The Los Angeles-based EOC serves approximately 12,000 people annually, with five target high schools and seven target Community Colleges. The Fresno project currently serves approximately 3,500 people, with 24 target high schools and 6 colleges and universities.

California Special Services for Disadvantaged Students

The Special Services for Disadvantaged Students program (SSDS) provides remedial and other special services to students who have academic potential but are hindered due to educational, cultural, economic, or physical handicaps. Special Services projects in California range from providing support services for physically handicapped students to providing retention support services for students who are ex-felons, limited English speaking, EOP participants, and other eligible disadvantaged students.

Special Services for Disadvantaged Students provide the following types of services:

1. Remedial instruction that will enable students to complete required and prerequisite courses in a reasonable period of time;
2. Personal and career counseling;
3. Academic advice and assistance in course selection;
4. Tutorial services;
5. Exposure to cultural events and academic programs not usually available to disadvantaged students; and
6. Programs and activities specially designed for students of limited English proficiency.

Students are eligible to participate in a "Special Services" project if they are:

1. Enrolled or accepted at an institution which is the recipient of the project grant or contract;
2. A citizen or national of the U.S. (or in the U.S. for other than temporary purposes and intends to become a permanent resident, or is a resident of the trust territory of the Pacific Islands); and
3. (a) An individual with academic potential who demonstrates a need for the remedial and special services as a result of a deprived educational, cultural or economic background, or a physical handicap, or (b) an individual with academic potential with a limited English-speaking ability who is in need of bilingual education, teaching, guidance, and counseling in order to successfully pursue postsecondary education.

Institutions receiving funds under this program must:

1. Obtain and provide adequate financial aid for students enrolled in the project to enable them to continue their academic program; and
2. Retain project participants at the institution for a period of time sufficient to enable them to adjust to and participate meaningfully in the academic program at the institution (a minimum of two years for a four-year program, one year for a two-year program)

Funding

Twenty-nine out of the thirty California-based projects are located on college and university campuses. The combined federal level for the 1981-82 programs was \$3,518,979.

Many projects received additional funds and in-kind contributions from their sponsoring campus units since many are used to supplement and enhance existing campus programs.

The 30 California-based projects are located at the following sites with federal funding levels for 1981-82 as follows:

CALIFORNIA SPECIAL SERVICES

Northern California

1. California State University, Sacramento	\$101,930
2. California State University, Sacramento	93,534
3. Humboldt State University	112,370
4. Sonoma State University, (Rohnert Park)	130,523

Central Valley

5. California State College, Stanislaus	\$ 93,600
6. California State University, Fresno	94,640
7. University of the Pacific (Stockton)	88,204

San Francisco Bay Area

8. California State University, Hayward	\$159,020
9. City College of San Francisco	113,826
10. Merritt College (Oakland)	71,546
11. Skyline College (San Bruno)	133,735
12. University of California, Berkeley	89,598
13. University of California, Berkeley	163,065

South Bay Area

14. San Jose State University	\$146,908
15. Monterey Peninsula College (Monterey)	79,433

Los Angeles Area

16. California State University, Los Angeles	\$131,166
17. Compton Community College	128,796
18. East Los Angeles College (Monterey Park)	81,395
19. East Los Angeles College	119,383
20. Rio Hondo College (Whittier)	81,890
21. University of California, Irvine	130,841
22. University of California, Riverside	83,805
23. University of Southern California (L.A.)	105,728
24. California State University, Long Beach	193,065

Southern California

25. Comprehensive Educational Service, Inc. San Diego	\$199,102
26. San Diego State University	76,519

27. University of California, Santa Barbara	130,090
28. California State College, San Bernardino	130,870
29. California State College, Bakersfield	104,487
30. Imperial Valley College	147,910

Numbers Served

Projects estimate that approximately 11,000 students will be served in the 1981-82 academic year.

Evaluation Data

The U.S. Department of Education contracted System Development Corporation in 1978 to conduct a comprehensive two-year evaluation of SSDS projects. The primary objective of the evaluation was to

. . . discover relationships between the extent of student participation in the different types of SSDS activities and the benefits to those students in terms of improved academic performance, increased aspiration levels, greater persistence, and more satisfactory resolutions to financial and other problems that might otherwise interfere with the students' pursuit of postsecondary education.

Evaluation results are unknown at the present time.

UNIVERSITY OF CALIFORNIA ACADEMIC ENRICHMENT PROGRAMS

The Academic Enrichment Program (AEP) resulted from a special legislative initiative in the 1978-79 Budget Bill which recognized the critical need to involve University faculty in the effort to increase the enrollment of underrepresented groups in postsecondary education. Responding to this initiative, MESA-like projects were developed for students who had been in the Partnership Program and were interested in majoring in areas other than mathematics, engineering, and the sciences. Four pilot projects were established and designed to include the participation of traditional outreach administrators, University faculty, secondary school counselors and teachers, professionals from business and industry, community representatives, and parents. The pilot projects are located on the Irvine, Davis, Berkeley, and Santa Barbara campuses.

The primary objective of this program is to provide academic enrichment and skill building activities for tenth and eleventh grade students who participated in the Partnership Program. While the four pilot projects differ in career focus, they share the following common goals:

1. To Augment Instruction in Required Coursework: Mathematics and English activities geared to assist students in the mastery of these basic skills.
2. To Raise Aspirations Toward Higher Education: Provides extensive career and educational counseling to students. Both one-to-one and group discussions occur on a regular basis.
3. To Provide Information on How to Prepare for College: The projects strive to present complete and accurate information about admissions and financial aid policies and procedures at California's postsecondary institutions.
4. To Increase Motivation to Achieve: This component draws heavily on role models from the professional and academic circles geared to the program's field of focus.

Although each campus has responded differently in integrating the program into their institutional framework, the organization of each project includes the following basic structural components:

Faculty Advisors: University faculty members who assume responsibility for the operation of the project, organize the advisory boards, and establish relationships with the scientific community and related industries, professionals, associations, and community organizations.

Coordinators: The day-to-day managers of the project. They work closely with AEP advisors at each secondary school and with the industrial, educational, and community groups who contribute resources to the project. The coordinators also arrange for tutoring, counseling, field trips, and other activities.

Advisory Boards: Composed of representatives from secondary schools, universities, industry, professional organizations, minority organizations, and other community groups. The Boards provide advice and counsel to AEP administrators.

Advisors: Usually high school faculty members. They assist in the selection of students who will participate in the project and direct all related activities at the high schools. The advisors maintain academic performance records of the students, coordinate field trips, and assist in career and academic counseling.

Students: Selected to participate in the project have either previously participated in the Partnership Program or have been historically underrepresented in the targeted academic disciplines. Participating students are expected to enroll in college preparatory courses and participate in project activities until they graduate from high school.

The following criteria for school selection is applied on all four campuses:

1. Significant numbers of Partnership Program students matriculating to the high school;
2. Active interest on the part of the school administration and faculty; and
3. Existence of strong programs in mathematics, English, and science.

Student selection is based on the following criteria on all four campuses:

1. Students must earn at least a "C" grade in all subjects,
2. Students are expected to enroll in high-level college preparatory courses in mathematics, science, and English;
3. Students must maintain a GPA of at least 2.5 in A to F courses;

4. Students must attend study sessions; and
5. Former Partnership Program students receive priority consideration.

Participating students who do not enroll in the proper courses and/or do not attend project activities on a regular basis are subject to removal from the program.

Each campus differs in career focus, type of services provided, and in the combination of University departments and administrative offices involved in sponsoring the programs. The following chart provides some descriptive information about each program.

Funding History

<u>1978-79</u>	<u>*1979-80</u>	<u>1980-81</u>	<u>1981-82</u>
\$180,000 <u>1/</u>	-0-	\$192,000	\$192,000

1/ Four projects at \$45,000 each during the start-up year.

*The funding provided in the 1978-79 Budget Act was not utilized during that fiscal year by the University for the establishment of the Academic Enrichment Program. The Legislature, therefore, carried the \$180,000 appropriation forward to fiscal year 1979-80, without adding additional funding.

Numbers Served

There were 512 students served by the University's Academic Enrichment Program during the 1979-80 year. During 1980-81, 382 students were served at 25 high schools.

Evaluation Data

In January 1981, the University of California published a report entitled "First Year Evaluation of the Academic Enrichment Program, 1979-80" which provides data about the number of students served during the first year. The report also includes a case study of the program at the Davis campus, which suggests that the program is having a positive impact on the students served. In February 1982, the University published data about the academic record in A-F courses for participants in the Academic Enrichment Program during 1980-81. These data indicate that more than 55 percent of the program participants on the Berkeley and Davis campuses maintained a 2.5 or better GPA. In contrast, on the Santa Barbara campus, 64 percent of the participants had less than a 2.5 GPA.

ACADEMIC ENRICHMENT PROJECTS

1979-81

<u>Campus</u>	<u>Academic/ Career Focus</u>	<u>Services Provided</u>	<u># of Students Served</u>	<u># of High Schools Served 1979-80</u>
Berkeley	Business adminis- tration/econom- ics	Tutoring, counseling, field trips, summer pro- grams, ongoing programs to stimulate interest in target careers--use of Learning Assistance Cen- ter facilities and resources	126 (79-80) 53 (80-81)	7 (79-80) 9 (80-81)
Irvine	Writing, humani- ties/fine arts, computer science/ math	Monthly meetings, joint Partners/AEP summer in- stitute, tutoring, faculty guest lectures and advis- ing, parent meetings and participation in program activities	130 (79-80) 144 (80-81)	5 (79-80) 9 (80-81)
Santa Barbara	Fine arts/humani- ties	Summer program and em- ployment, enrichment courses in fine arts/ academic year program of counseling, field trips, tutoring, incen- tive awards.	83 (79-80) 72 (80-81)	3 (79-80) 3 (80-81)
Davis	Computation/writ- ten communication skills	Academic advising, ca- reer counseling, academic tutorials, field trips, scholarship incentives.	173 (79-80) 113 (80-81)	4 (79-80) 4 (80-81)

UNIVERSITY OF CALIFORNIA EARLY OUTREACH PROGRAM (PARTNERSHIP)

The University of California began its Partnership Program in 1976 to increase the number of junior high school students from under-represented groups who are sufficiently informed about college, and motivated to attend, that they will enroll in college preparatory classes once they enter the ninth grade. Beginning in Fall 1981, the Legislature prescribed that the goal of this program is to increase the number of ethnic minorities who are eligible for admission to the University of California.

In order to meet this goal, the program has been designed to provide the following services:

1. Academic Advising: individual and group sessions with both students and their parents, concentrating on University of California entrance requirements, college life, and the responsibility of the students for their own education. On some campuses, Saturday and summer classes or tutorial sessions are also held.
2. Role Model Presentations: meetings with local college faculty, students, community, and business leaders of underrepresented groups.
3. College and University Visits: students and their parents visit campuses of the University of California, the California State University and Colleges, the Community Colleges, and independent institutions.
4. Dissemination of Printed Information: brochures and materials developed specifically for students and parents.
5. Parent Meetings: information on financial aid and on the academic preparation necessary for admission to a college or university distributed to parents.

The Partnership Program is a cooperative effort between the University and junior high school campuses throughout California. Target schools are selected on the basis of the following five general criteria.

1. The level of minority student enrollment;
2. The willingness of school officials to participate in the program;

3. The extent to which students in these schools already receive services similar to those offered by the Partnership Program;
4. The extent to which students in the local high schools enroll in the University; and
5. The development of an appropriate ethnic mix of students participating in the program.

Based on available resources, expertise, school need, geographical and budgetary considerations, each campus program determines the extent of services it can offer to any given school site in its geographical "service area." Schools which receive the full range of Partnership services are referred to as "full service" schools. Schools receiving less than the full range of services are categorized as "limited service" schools. Those receiving only printed materials are referred to as "information" schools. Overall, the Partnership Program serves over 250 junior high schools throughout the state.

While the criteria for student selection varies from campus to campus, the basic criteria for all participants include:

1. Enrollment in 7th, 8th, or 9th grade;
2. Ethnic minority and/or low-income background;
3. Potential to benefit from the Partnership Program and its activities;
4. Potential to achieve at a level which would result in University eligibility upon graduation from high school; and
5. Desire to participate in the program.

Each campus works with participating schools within its service area. Overall, eight of the nine UC campuses participate in the general program. Generally, the staff consists of two full-time directors, undergraduate and graduate student advisors and tutors. Two campuses, San Diego and Davis, have been assigned a third director to extend services for the Imperial Valley and the upper San Joaquin, Tuolumne, and Calaveras Counties, respectively. Differing from the eight general campus programs, UC, San Francisco has a Partnership Program consisting of an annual summer residency program for high school juniors in health science-related activities.

UNIVERSITY OF CALIFORNIA EARLY OUTREACH PROGRAM (PARTNERS)

The University of California started the Partners Program in 1979 to meet the needs of ninth, tenth, and eleventh grade students who have been involved with the Partnership Program. The Partners Program is structured to pick up students once they leave the Partnership Program and continue to support and assist them toward a successful completion of high school. Each of the eight University campuses has a professional staff member assigned to coordinate services with participating high schools. By virtue of the fact that the program serves only former Partnership students, the school selection criteria narrows to a determination of which high schools these students are attending.

The following expectations are made of students who participate in the program:

1. Completion of college-preparatory classes on a schedule which will allow for completion of the University's subject requirements before high school graduation;
2. Development of good study skills and habits, and
3. Further clarification of their academic aspirations.

The program basically offers the same five activities and services as the Partnership Program:

1. Academic advising
2. Role model presentation
3. College and university visits
4. Dissemination of printed information
5. Parent meetings

Since the Partners Program is intended to assist the target student complete their high school program successfully, academic counseling and assistance are identified as a program priority. Course selection and progress is monitored.

As in the Partnership Program, each campus selects participating schools from its geographical service area. Each of the eight campus programs is staffed with a full-time outreach officer, undergraduate and graduate student advisors, and tutors. Since the pro-

gram aims to serve former Partnership students, the school selection criteria are more narrowly defined. The basis for school selection is based on the following criteria:

1. The level of minority student enrollment;
2. The willingness of school officials to participate in the program;
3. The number of students who had participated in the Partnership Program;
4. The extent to which students in these schools already receive services similar to those offered by the Partnership Program;
5. The extent to which students in the local high schools enroll in the University; and
6. The development of an appropriate ethnic mix of students participating in the program

The criteria used to select program participants vary from campus to campus. However, the common basic criteria for all participants include:

1. Enrollment in ninth, tenth, eleventh or twelfth grades;
2. Being a member of an underrepresented minority group, coming from a low-income background, or both;
3. Potential to benefit from the program and its activities;
4. Potential for admission to a postsecondary institution upon graduation from high school; and
5. Desire to participate in the program.

Funding History

<u>1975-76</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>
\$54,000	\$462,000	\$1,162,000	\$1,454,000	\$1,830,000	\$2,030,000	\$2,267,000

The University provided the financial support for this program during its initial two years. Beginning in 1977-78, support was shared by the State General Fund (55%) and the University (45%). In 1980-81, the State provided 75 percent of the funding, with the University supporting the remainder. This funding pattern was continued through 1981-82.

Numbers Served

The University reports that during 1980-81, it served 9,416 students through the Partnership Program and 7,470 students through the Partners Program. These programs operate in 191 junior high schools and 140 high schools.

Evaluation Data

The first preliminary evaluation of the Early Outreach Program was published by the University in January 1981, providing data on students served from May 1979 to June 1980. In January 1982, the University published additional data about participants in the program. According to the University, 37.5 percent of the early outreach participants who graduated with the high school class of 1981 were eligible to enroll in the University. Approximately 22 percent of the graduates enrolled in the University. Data published by the University about the academic record in A-F courses of early outreach participants during the 1980-81 academic year indicate that more than 55 percent of these participants achieved a grade level at C+ or lower. These data do not provide the basis for a definite conclusion about the success of the early outreach program in achieving its objectives.

UNIVERSITY OF CALIFORNIA IMMEDIATE OUTREACH PROGRAM

The final phase of the University's student affirmative action outreach effort is its recruitment component, Immediate Outreach. The basic overall goal of Immediate Outreach is to augment the number of applicants from regularly eligible underrepresented minority and low-income students, and to increase the number of these students who actually matriculate in the University of California. The University began this program in 1976 as part of its initial Student Affirmative Action program. The specific program objectives, as stated by the University Systemwide staff, are:

1. To seek out and assist regularly qualified high school seniors and Community College students in making application to the University;
2. To assist former University Partners students in their application to the University;
3. To assist in the application process to other postsecondary institutions by former University Partners students,
4. To keep records on whether students are accepted to the University or to other institutions; and
5. To help track the academic progress of current and former early outreach students who entered the University and other postsecondary institutions.

While each of the nine UC campuses administers an Immediate Outreach program, each program varies in scope and in the type of services delivered. The administrative unit responsible for Immediate Outreach services also varies from campus to campus. These services may, for instance, be provided through the Educational Opportunity Program Student Affirmative Action and/or the Office of Relations with Schools.

While the specific types of services provided vary from campus to campus, they include high school visits, Community College visits, publications, transitional services upon enrollment, cultural activities, campus tours, freshman orientation sessions/seminars, tutoring, career information days, admissions counseling, college motivation nights, summer residential programs, and mini-information conferences and workshops.

Funding History

<u>1975-76</u>	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>
\$292,000	\$292,000	\$312,000	\$318,000	\$372,000	\$372,000	\$580,834

The University provided the financial support for this program during its initial two years. Beginning in 1977-78, support was shared by the State General Fund (55%) and the University (45%). In 1980-81, the State contributed 75 percent of the funding, and the University contributed 25 percent. This pattern was continued through 1981-82.

Numbers Served

The Immediate Outreach program of the University of California provides services in 770 high schools and 142 Community Colleges throughout California. Data are not available, however, about the total number of individuals served through this program since it has not been possible to identify the unknown number of duplicated counts of students served by immediate outreach efforts from more than one university campus.

Evaluation

The University has the responsibility for evaluation of the Immediate Outreach program. At the present time, impact data are not available about clients served through this program.

APPENDIX C

Summary of Important Non-State Funded Outreach and Support Service Programs

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THE COOPERATIVE COLLEGE PREPARATORY PROGRAM

The Cooperative College Preparatory Program (CCPP) was created in July 1980 by the University of California at Berkeley. The Program represents a long-range effort by the University to develop a model for strengthening college preparatory curricula and instruction at selected secondary schools with large minority enrollments. The long-range goals of the Program are to increase the number of students who complete a college preparatory program in mathematics through pre-calculus and, by so doing, to increase the number who qualify for admission to the University, compete successfully in math-based fields, and pursue a full range of career options. The Program is school- and classroom-centered with the major emphasis on teacher training and development.

CCPP operates under the fundamental assumption that the problem of inadequate student preparation is complex resulting from many interrelated factors and that in many cases, solutions must address all aspects of the problem simultaneously through comprehensive, systematic, and sustained school improvement efforts. The Program further operates under the assumption that accomplishing such school improvement is extremely difficult and that many schools need outside assistance to get started. The CCPP project aims to provide this comprehensive assistance. It is designed to aid schools over a five-year period of transition during which wide reaching changes are expected to be integrated into the curriculum, teacher practices, and into school and district policies.

The Cooperative College Preparatory Program originated in the summer of 1980 as a pilot project at Oakland's Castlemont High School and two of its feeder junior high schools.

The Program currently operates as a comprehensive school- and teacher-resource program involving two high schools and six feeder junior highs in the East Oakland area of the Oakland Unified School District. It currently serves approximately 1,000 students in grades 7 through 12, 40 teachers, and 40 counselors and administrators at both the school and district levels.

UC Berkeley's math education staff, faculty, and graduate and undergraduate students work on a daily basis with teachers and students in the classroom and with the administrators and counselors at the school site. In addition, work at the school is supplemented by a School-University Teacher and Administrator Institute held on Saturdays and during the summer. Services provided by CCPP staff include the following:

1. assistance in developing methods of identifying talented students, especially in grades 6 to 9;
2. assistance in strengthening and articulating the curriculum;
3. classroom-based teacher in-service;
4. classroom instruction including team-teaching, and small group instruction;
5. Advanced study groups for students;
6. assistance in developing school peer teaching, peer tutoring, and peer counseling programs;
7. planning and management support for school administrators;
8. coordination support for school programs;
9. ongoing professional development activities for teachers, administrators, and counselors; and
10. assistance in developing parent involvement programs.

Funding History

<u>1980-81</u>	<u>1981-82</u>
\$180,000	\$270,000

The 1980-81 CCPP budget was entirely supported by University of California Regents' Opportunity Funds. The 1981-82 current budget is composed of \$245,000 from UC Regents' Funds and \$25,000 from the San Francisco Foundation.

Numbers Served

<u>1980-81</u>	<u>1981-82</u>
Approximately 350 students	Approximately 1,000 students
20 teachers	40 teachers
25 administrators/ counselors	40 administrators/ counselors

Evaluation

CCPP staff plans to measure the Program's success by:

1. the degree of increased enrollment in the college preparatory math sequence beginning in grade 7 and ending with pre-calculus in grade 12;
2. the degree of improved performance in these courses;
3. the degree of improved achievement test and college entrance exam scores; and
4. increases in the number of minority students from target schools served who ultimately enter four-year colleges and compete successfully, especially in majors that require a working knowledge of mathematics.

Impact data based on these measures are expected to begin being available in 1984. Thus far, preliminary evaluation results indicate significant student enrollment increases in the college preparatory math sequence at the target schools served.

COLLEGE CORE CURRICULUM, PHINEAS BANNING HIGH SCHOOL

The College Core Curriculum (CCC) at Banning High School in Wilmington (in the Los Angeles harbor area) seeks to motivate and prepare students who show potential for college but who lack the academic skills necessary for college success. The program was initiated by two college advisors and a teacher at Banning High in 1976 with no outside funds. Banning is the fifth largest high school in the Los Angeles Unified School District, enrolling some 3,200 students, 85 percent of whom are minority.

The program was initiated by the faculty and staff in response to feedback from Banning graduates who attended college and reported the following typical collegiate experiences: (1) needing to undertake remediation courses for academic survival and "catch-up," (2) being placed on academic probation, (3) having to change from math- and science-based majors to humanities, or (4) dropping out.

The College Core Curriculum is designed to identify potential college-bound students at Banning's feeder junior high schools, and upgrade the Banning High School curriculum through sequential learning in order to better prepare these students for college and the world of work.

The Program is essentially a school within a school, based on the University of California's A-F admission requirements. Students wishing to attend college enroll in the CCC program in the first year of high school and are placed in college preparatory English, mathematics, science, and foreign language classes. The philosophy of the program is based on the need to challenge and motivate students to achieve and maintain academic excellence thereby facilitating the success of students in college through:

1. changing both student and staff expectations and raising aspiration levels;
2. an academic curriculum that offers substantive integrated material promoting excellence through upgrading and standardizing course content; and
3. the establishment of a strong counseling and parental network.

Among the goals of the program are:

- a. to raise the aspiration level of students and improve their self-concept;

- b. to get as many students as possible to complete A-F pattern courses; and
- c. to have more students receive college grants and scholarships.

A second predominantly minority school located in central Los Angeles implemented a College Core Curriculum in September 1980, based on the Banning model.

Funding History

The CCC Program operates without the use of direct outside funding. However, human and fiscal resources are utilized from the Academic Affairs Division at the University of California, Los Angeles in terms of student staff and faculty input. In addition, the program utilizes summer course offerings funded by MESA.

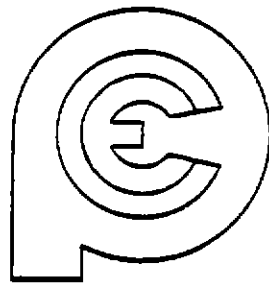
Numbers Served

Approximately 800 students are enrolled in the Program at Banning High during the 1981-82 academic year.

Evaluation

A preliminary self-study of the first CCC graduating class in 1980 showed that both their verbal and math scores were on the average significantly higher than those of students in the previous classes. The California Postsecondary Education Commission has recently undertaken a study to assess the college experiences of College Core Curriculum graduates from Banning High.

**1982-83 BUDGET REPORT
ON EQUAL EDUCATIONAL
OPPORTUNITY PROGRAMS**



**CALIFORNIA POSTSECONDARY
EDUCATION COMMISSION**

The California Postsecondary Education Commission was created by the Legislature and the Governor in 1974 as the successor to the California Coordinating Council for Higher Education in order to coordinate and plan for education in California beyond high school. As a state agency, the Commission is responsible for assuring that the State's resources for postsecondary education are utilized effectively and efficiently; for promoting diversity, innovation, and responsiveness to the needs of students and society; and for advising the Legislature and the Governor on statewide educational policy and funding.

The Commission consists of 15 members. Nine represent the general public, with three each appointed by the Speaker of the Assembly, the Senate Rules Committee, and the Governor. The other six represent the major educational systems of the State.

The Commission holds regular public meetings throughout the year at which it takes action on staff studies and adopts positions on legislative proposals affecting postsecondary education. Further information about the Commission, its meetings, its staff, and its other publications may be obtained from the Commission offices at 1020 Twelfth Street, Sacramento, California 95814; telephone (916) 445-7933.

